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NUEVAS VISTAS (NEW VIEWS), A REPORT OF THE ANNUAL CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION (1ST, LOS ANGELES, APRIL 13-14, 1967).

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THE PROBLEMS TO BE FACED IN MEETING THE EDUCATIONAL NEEDS OF CALIFORNIA'S MEXICAN AMERICAN POPULATION WERE DISCUSSED AT THIS FIRST ANNUAL NUEVAS VISTAS CONFERENCE. THE FIRST PORTION OF THIS REPORT CONTAINS EXCERPTS FROM THE MAJOR ADDRESSES DELIVERED AT THE CONFERENCE. THE SECOND PORTION REPORTS THE PANEL DISCUSSIONS AND WORKSHOPS CONDUCTED AT THE MEETING. PERSONS INVOLVED IN PLANNING THE CONFERENCE ARE LISTED AS WELL AS THE SPONSORS. LISTINGS OF PERSONS PARTICIPATING IN THE PANELS AND WORKSHOPS ARE ALSO INCLUDED. (SW)

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NUEVAS VISTAS

A REPORT OF THE FIRST ANNUAL CONFERENCE

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Max Rafferty—Superintendent of Public Instruction
Sacramento 1968

RC002537

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Nuevas Vistas

A REPORT OF THE FIRST ANNUAL CONFERENCE OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

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1968

Foreword

Public education must provide for every child the educational opportunities he needs to become increasingly proficient in using his abilities, to acquire the independence to which he is entitled as an individual, and to gain the knowledge and skills he needs to meet his responsibilities as a member of our society. To make certain that such opportunities are provided, public education must adapt instruction to each child's needs and abilities; and in providing such instruction, the schools must build upon the child's background. In building upon this background, public education must provide opportunity for the child to become increasingly appreciative of those phases of his background which have contributed most richly to his heritage. Every child may thus be helped to understand his cultural heritage and encouraged to preserve those phases of his culture which future generations are entitled to inherit. In making this provision, public education will enjoy maximum success, our society will be rewarded manyfold for its efforts to support public education, and every individual in our society will be a person who has pride in his cultural background and who will have the knowledge and skills he needs to function successfully as a member of society.

At the first Nuevas Vistas conference, we discussed the problems that face us in meeting the needs of the Mexican-American. We agreed that Mexican-American children should not be stereotyped, since their abilities and backgrounds differ as much as those of the children in any other ethnic group. In fact, their backgrounds probably differ more than those of most children, for these children have a cultural heritage that is a product of Spanish, Indian, and American cultures.

During the conference, which was the Department of Education's first annual meeting designed to examine the problems facing the Mexican-American child, the designs for action to solve such problems were begun. We have attempted to gather together in this publication the ideas that were expounded in Los Angeles during that first meeting. I feel certain that this report can be used as a means for building on those designs and for giving the Mexican-American the Nuevas Vistas he so richly deserves.

Superintendent of Public Instruction

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Preface

They came from El Rancho and San Jose and Santa Barbara and Chula Vista and Eureka and Sacramento -- they came from throughout California. They came from Washington, D.C., and other parts of the nation, and they came from Mexico. Over 500 persons vitally concerned about the education of Mexican-American children met in Los Angeles last year at the invitation of California's Superintendent of Public Instruction to discuss "Nuevas Vistas" for these children.

What follows is a report of that meeting, which was held on April 13-14, 1967. The first portion of the publication contains excerpts from the major addresses delivered at the conference; the second portion, reports of the matters discussed in the panels and workshops conducted at the meeting. I hope that what is presented here will serve as a catalyst for future discussions and actions that will, indeed, bring "Nuevas Vistas" for our Mexican-American children.

The conference was sponsored by the Mexican-American Education Research Project, the Interstate Migrant Education Project, and the Curriculum Research for Adult Students with Spanish Surnames Project of the California State Department of Education. Robert C. Calvo, Consultant to the Migrant Project, compiled the report.

EUGENE GONZALES
Associate Superintendent of
Public Instruction; and Chief
Division of Instruction

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INTRODUCTION

MAX RAFFERTY
Superintendent of Public Instruction

I called this conference to explore the educational needs of a particular segment of our population -- the Mexican-American. What we learn here from one another should provide a sound basis for enhancing the educational programs offered by California schools to the extent that the members of every segment of our population will have the educational opportunities they need to develop as individuals who are capable members of our society.

The problems facing a Mexican-American child as he comes to school with little or no knowledge of English are well known. This lack of English must not be allowed to become an overwhelming handicap to the child. He is not "culturally deprived," for he has a rich and beautiful cultural background. This wonderful asset must be recognized and respected as one upon which we may build.

The State Department of Education recognizes the need for innovation; but change for the sake of change is not enough. We must develop programs that are educationally sound. Let us come forth with programs that will keep Juanito in school. To do so, we must ensure Juanito's success in the program -- success that is essential to self-esteem and pride.

THE CHALLENGE

EUGENE GONZALES
Associate Superintendent of Public Instruction

Can the public school system discover and implement innovative curriculum techniques, using adequate and suitable materials in order to solve to a measurable extent the dilemma of an organized education system so out of step with the real needs of those who come from a particular ethnic group -- the colorful, picturesque Americans of Mexican descent -- the mythical "manana land" inhabitants?

In this assembly we have educators, concerned lay people, and representatives of organizations dedicated to improving educational offerings to the Spanish-surnamed. We share a moral obligation to seek one goal -- without regard to who gets the bouquets -- that of breaking through the layers of too many encrusted years of the status quo.

This is the time for change; this is the time for creative thought; this is the time for complete cooperation and mutual respect; and this is surely the time to perceive the Mexican-American student as a capable individual, not as a member of a faceless society.

The theme of this conference is "Nuevas Vistas." Let it be a "New Outlook" for our schools and most important of all, for our Mexican-American boys and girls. The success of these boys and girls is imperative to the schools, to the boys and girls themselves, and to our society. We must put forth our best efforts to ensure them appropriate, attractive, and wholesome opportunities to reap the rewards of success.

A NEW LOOK AT AN OLD PROBLEM

HERSCHEL T. MANUEL
Professor Emeritus, University of Texas

The problem with which we are concerned is not that of finding better ways to teach a child who has a Spanish surname or one whose ancestors came from Mexico. As far as such designations are concerned, the problems of these children are just like the problems of other children. The special difficulties with which we are struggling are those of children who must learn a second language outside the home; of children who have to adjust to patterns of living in the larger community different from those of their immediate environment; and of children whose migrant parents have not secured a place in the community.

A child's native language is an individual and community asset of great value. It is a contribution of the home toward effective communication with others in this nation and abroad where Spanish is spoken. It has both economical and cultural values.

The greatest need of these children who are seriously disadvantaged and who must learn a second language outside the home is the opportunity to begin their learning at the earliest age at which formal education can be effectively offered.

For many children, beginning at the age of five or six years is too late. By that time the normal child should be prepared to go forward into the language in which the major part of his schoolwork will be conducted. Applied to the Spanish-speaking child, this general principle means that before the age of six he should become orally bilingual in order to develop the "reading readiness" that will enable him to go forward at the same pace as the English-speaking child.

"What is the greatest need of these children?"

These kinds of needs require imaginative experimentation that will result in ways of making the learning of a language an essential outcome of other learning activities. The way children learn the language of the home without organized instruction should be extremely suggestive to us. The learning of the language in the home is in large measure only incidental to the activities in which the children engage. They learn to understand and to communicate through participation in these activities.

We need to bear in mind that emphasis on this kind of instruction should be incidental rather than accidental.

The real challenge is to develop situations and materials that will effectively carry the child forward in his mastery of the language that we wish him to learn.

We cannot ignore the culture of a child. Knowing the child's cultural background is an essential first step toward improving his educational opportunities. Armed with this knowledge we can acquaint the children with the world in which they live and its history as well as its present and future. We can also extend the experience of the child to the local community and the area close at hand as well as to the whole world and even outer space.

"The real challenge is to... carry the child forward in his mastery of the language ...."

Max Rafferty discusses the statewide ESEA Title V conference with Mrs. Jose Alvarado and daughter Emette. Mrs. Alvarado is a teacher aide at the Washington Elementary School in Sacramento.

The Invisible Bonds :

Los Vínculos Invisibles

MAX RAFFERTY
Superintendent of Public Instruction

As many of you know, I am no stranger to the problems that confront you. During my seven years as Superintendent of Schools of the Needles Unified School District, I suppose close to 20 percent of the student population was of Mexican descent. Before that I was at Saticoy, which had a Mexican-American student enrollment of over 60 percent!

Now, this conference is, in a sense, a culmination of several years of talk and analysis. Your target is no longer just the child who comes to you in the classroom, but it is also the child's parent. In fact, the entire Mexican-American family is grist for your planning.

Now, it is my guess that what you will do here is not continue to "identify the problem."

You know that you need, first of all, bilingual teachers who know the language and the culture of the Spanish-speaking child and who can become the bridge for them into a bicultural world.

You know that you need many new kinds of materials to breach the learning gap during this period.

You know that it is necessary to reach the parents even before you get the students, because your struggle is half won if you assure parents that

"success" in the modern world is a competitive activity that requires basic skills.

You know, also, that the needs of the children of Mexican descent are different from those of the Negro minority, and that the same techniques or the same materials applied in the one case are not necessarily applicable to the other.

Now, one point is a crucial one for this conference to consider: Are you, as educators and professional people, shackled by the either/or position that was described during the discussions of educators of Mexican descent at Lake Arrowhead in August, 1966? That is, must all Californians of Mexican descent be encouraged to shun their Hispanic heritage and become totally assimilated into the "melting pot"? Or should our educational institutions inculcate the advantages of having bicultural as well as bilingual Americans?

Would success in the latter endeavor make them any less American? Would pursuing the former position make them any better Americans? From the professional teacher's point of view, I could advise you all to forget the argument entirely and simply concentrate on teaching Juanito to learn to read and write English -- and let it go at that. I could say that it is not the function of education in California to develop the bicultural or bilingual citizen. At least, there is no law which says schools must do this. But you and I know that such an attitude leads us right back to the problem: To teach Juanito or tio Juan English, we must have personnel trained in the Spanish language and versed in the cultural background of the student, whether it be Juanito or tio Juan.

The simple fact is that the Californian of Mexican descent, whether he is native born or an immigrant from Mexico or from Texas, has a unique problem. In California he is the largest by far of the minority groups, nearly a million and half strong. His proximity to the culture he left distinguishes him from his counterpart of the last century. More important, the fact that his ancestors once owned the land which we acquired as a result of the Mexican War of 1846-48 places him in an historic context unknown to any other minority except the American Indian. In other words, we are going to continue to have this educational challenge with us. Even if the mechanization of farming ultimately abolishes the flow of farm workers from Mexico, as some observers anticipate, the fact remains that more than a million Californians, if we read the record correctly, feel that both an educational and psychological reform must be wrought by the dominant "Anglo" community before the Mexican-Americans will feel themselves confident and proud Americans.

Four years ago we in the Department of Education embarked upon just such a reform program, a program designed to involve the educational profession, as well as the general community. Much of the success of our program is due to the leadership of Eugene Gonzales and Leo Lopez.

On March 16, 1967, the California Assembly unanimously adopted House Resolution No. 133 commending Eugene Gonzales for his efforts on behalf of California's disadvantaged children. (A copy of the resolution appears on page 7.)

The three ESEA Title V projects which made possible the financing of this conference were conceived and procured through Gene's efforts.

The exchange of textbooks with Mexican school officials, to be used with Spanish-speaking children this side of the border, was consummated through

Gene's efforts. Gene, along with John Plakos, even journeyed to Mexico City to talk with Education Minister Augustin Yanez about cooperative efforts to meet the challenges which face us. The presence here tonight of a representative of the Mexican Government, Mrs. Camacho de Campo, attests to the success of this cooperation.

Eugene Gonzales accepts a copy of House Resolution No. 133 from Assemblyman William Campbell.

HOUSE RESOLUTION NO. 133
Relative to Eugene Gonzales

WHEREAS, Eugene Gonzales is a native and resident of Whittier, California, who has been a school teacher, a school principal, a curriculum expert and is presently Assistant Superintendent of Public Instruction; and

WHEREAS, he has engaged in special activities above and beyond the call of duty to advance the educational opportunities of California's disadvantaged child; and

WHEREAS, Eugene Gonzales has initiated innovative programs to educate the disadvantaged Mexican American child by organizing and conducting a unique and successful series of TV Educational Programs in the Spanish language for the Spanish-speaking child and adult, by organizing statewide conferences to promote special instructional services and programs for the bilingual child, by promoting the publication of special instructional materials for the bilingual child, and by supervising several federally financed projects aiding the education of the immigrant child and parents; and

WHEREAS, Eugene Gonzales has drawn national attention to his leadership by participating in and speaking to national and regional conferences as a representative of the Superintendent of Public Instruction; now, therefore be it

RESOLVED BY THE ASSEMBLY OF THE STATE OF CALIFORNIA, That the Members commend Mr. Eugene Gonzales, Assistant Superintendent of Public Instruction, for providing outstanding leadership in the interests of equal educational opportunities in California and for his outstanding example in advancing the education of California's disadvantaged child; and be it further

RESOLVED, That the Chief Clerk of the Assembly is directed to transmit a suitably prepared copy of this resolution to Eugene Gonzales.

Resolution adopted unanimously March 16, 1967.

Signed Jesse M. Unruh
James D. Driscoll

"...you, need, first of all, bilingual teachers who know the language and the culture of the Spanish-speaking child ...."

Another innovation in which Gene has been active is the monthly Spanish-language program on television station KMEX, which for three years has aired almost every conceivable subject of interest to young and old in the Spanish-speaking community of the Los Angeles area. (Incidentally, these programs are taped and are available to anyone who wishes to have them played in other localities in California, or elsewhere.)

Besides contributing articles to California Education that alerted all school districts of the state to the needs of the Spanish-speaking child, Mr. Gonzales has made frequent addresses within the state and outside of California to professional groups. Perhaps one of the key accomplishments of recent years in this effort to better understand our Hispanic heritage has been the publication of the Original Constitution of California in English and Spanish (1849) in which Mr. Gonzales assisted Edwin Klotz of our department. I understand that the two of them are now working on the facsimile publication of the Original Treaty of Guadalupe Hidalgo of 1848, a document of special interest to Californians for its legal and cultural message.

Now, I think it should be pretty obvious that such accomplishments don't just happen. Success of this type is not a fly-by-night happenstance. It is rather a steady, hard routine of work which brings such projects to fruition. Such achievements are not the result of deliberations of political groups, meeting secretly in the middle of the night somewhere. They don't come to pass as a result of noisy marches down Capitol Mall or main streets, nor are they automatically adopted as a result of the catcalls of a few bouncy pickets. The success in such a program as this is dependent upon a proper attitude of mind -- an attitude that is open, receptive, and charitable, even towards those long responsible for the delays in progress. During the past few years, Gene Gonzales and his team of Mexican-American educators have recognized that the Mexican-American community is part and parcel of the American-Anglo community, from which it can never separate itself.

To paraphrase a statement by Dr. Klotz, "It was Hispanity which sealed together the bonds of Indian American as they had never before been sealed, so that today, in your search of 'the self' you don't start with Moctezuma's high priests, but with Seneca in 200 B. C. You travel the road to the present by following St. James the Apostle the length and breadth of Spain as he spread the Gospel of

Love which transformed the heart of all mankind. On this historical journey you discover that the laws and political institutions brought to a primitive California in 1769 by Portola and Serra were laws and regulations adopted as far back as 589 A.D., when Roman Spain and Visigothic Spain framed their new Constitution." Therefore, when I hear echoes among you that there is a "conflict of cultures" instead of a complementary "confluence of cultures" here in California and the Southwest, I can only say "rubbish." You may have a conflict of leadership from time to time, and that is only human. Political competition is a malady of the human condition, a malady with which we must contend, but it is a condition which men of high purpose constantly try to channel into constructive programs.

In conclusion, and as you ponder and plan for the next 24 hours, I leave you with these considerations: Keep your heads high and proud as the inheritors of a record of human endeavor that ranks only with the Roman Empire in the history of mankind. Keep your eyes glued to the means of disseminating a better understanding of that record for the rest of us Anglos. Look to your accomplishments of the recent past and to the changes wrought -- not backward at the despair of defeatists. Stress the domination of language skills so that you can become a part of American commercial and intellectual prosperity.

"Stress the domination of language skills...."

Remember this: Trained bilingual Californians could make this great state the bridge over which national commercial and cultural exchanges could take place with 130 million Hispanos from south of the border.

And above all, don't exclude the Anglo in your drive to improve your lot, because the concept of Hispanity does not belong exclusively to you who claim descendency from Hernan Cortes or Moctezuma or Benito Juarez. It belongs to all of us, and especially to those of us who know some Spanish, and who feel a sense of kinship with the spirit and human expectations of Hispanity. For this reason, I entitled this little address "The Invisible Bonds." It comes from Gene Gonzales' definition of Hispanity as "los vínculos invisibles que ciñen a todas las personas de habla hispaña." "Those invisible bonds which unite all Spanish-speaking people." Now, while my Spanish is not too sharp, I know enough and understand enough of the theme to include myself within this definition, and I am proud to do so.

"Vínculos invisibles." Here is a generous definition, a definition proper to Hispanity. It is a definition befitting your careful deliberations.

Mrs. Elizabeth Camacho de Campo

What Makes a Mexican Tick

MRS. ELIZABETH CAMACHO de CAMPO
Director of English Instruction for Secondary Schools
Ministry of Education, Mexico City, Mexico

Why are we trying to improve the quality of education and life? Why am I trying to improve life? It is because life is short.

The Mexican has a great heritage. When the Spaniards came to Mexico, they found a large country inhabited by natives with a high degree of culture. These natives were certainly not savages but were people with a highly developed social and cultural civilization. From the Mayas in the southern part of Mexico to the Yaquis in the north, the array of culture was impressive. They even had two types of schools!

What of the Spaniards who came to Mexico in the sixteenth century? They were courageous men who lacked the push-buttons of our spacemen and had to use courage, daring, and the spirit of conquest instead. We have to forget we live in the twentieth century to fully realize the greatness of these men.

The Mexican has this great heritage to draw from; but he is also shy, polite, and sensitive. If you want to conquer him, sing! If you think I am trying to sell you Mexico, I am. You already love Mexico. Mexico has been shaken, seriously shaken, three times in her history. The first time was the conquest. In 1810, the War of Independence took place, with the Revolution following in 1910. These events shook Mexico to her very roots, but today she is a great nation; proud; respected and with justice. There is love and understanding along with a great variety of climate in this country so vast and so great.

There is a lesson to be learned in the Christianization of Mexico. In the sixteenth century twelve missionaries told the Indians that God was their father and that they (the Indians) were the children. The church was home, so the Indians came to church and squatted; relaxed as if they were in their own homes. The school in Mexico is more than A, B, C. It is the center of life in Mexico. It involves itself in community problems of health and sanitation as well as being the center of culture. The lesson to be learned is that the community school which is a dynamic force in the lives of the people wins their support.

Now, I am aware that the United States has problems, but Mexico has tremendous problems. We spend 26 percent of our national budget on education and large sums on communication because parts of our country have been isolated. The many people living in the mountainous parts of our country have been hard to reach. In one experiment some Indians were brought to Mexico City to study and they didn't go home. You have this happen -- people who don't have an education come to a land of dollars and they stay. But Mexico has made titanic efforts in solving her problems. The results? Don't judge us yet, give us more time.

You mention discrimination. No one can discriminate against us. Only we can discriminate against ourselves by not getting an education. But you have to understand Mexican parents. They are kind, tender, loving, and possessive. When they hear the child speaking English, they feel the child is being taken away. So you have to reach the parents and thus reach the child in helping him get an education.

Yo se que muchos de ustedes les gusta el Español. Voy a decir unas cuantas palabras para decirles que esto que digo en Español es como un sabroso postre despues del banquete.

Hablo Español para que vean ustedes el efecto de una persona bilingue. Al hablar Español los musculos completament cambian por dentro.

No sé, pero se presta el Español como ustedes lo saben, al amor, a la alegría, a las sonrisas, al pesar de los terribles problemas y de las grandes angustias de un pueblo Mexicano. Pero somos tan graciosos que nos reimos de nosotros mismos, y como dicen, "El Mexicano se rei hasta de la muerte," porque nos reimos de la muerte, le hacemos caricaturas, hacemos "pan de muerte," es parte de la psycología de los Mexicanos. Pero el Español da gusto hablarlo. Para mí, así como podría yo decir, "voy a vender Español," también vendo Inglés. Yo soy la defensora del Inglés. El Inglés es bello. Le demuestro que es bello -- puesto que tiene muchos sonidos. En el hecho tiene mas sonidos que el Español. Pero el Inglés, como digo yo en Mexico, es bello si lo habla usted bien. Si nada mas habla usted y masca Inglés, no es bello. Muchas gracias. Thank you.

I know many of you like Spanish. I will say a few words to explain that what I say in Spanish is like dessert after a banquet.

I speak Spanish so you may see the effect of a bilingual. When one speaks Spanish his muscles change inside. I don't know why, but Spanish, as you know, lends itself to love, happiness, and smiles in spite of the terrible problems and sorrows of the Mexican people. But we are so gracious that we laugh at ourselves, and as they say "the Mexican even laughs at death." Because we laugh at death, we caricaturize it making "bread of death." It is part of the psychology of the Mexicans.

We Need to Revise Our Curriculum

HORATIO ULIBARRI
University of New Mexico

Poverty is the cost of a lot of things. In the Southwest, Mexican-Americans have been in the lower end of the economic scale, and this has resulted in their receiving a poor education. This reinforces their place in poverty.

The culture the parent brings with him has been transplanted in the child. This culture is a rich one to be sure, but it differs significantly from the one dominant here in the United States. It is a particularistic culture which emphasizes the individual. Bloodlines are very important, and the family looms large in the social environment of the child.

The child comes from this value system to one which is achievement oriented. This causes disorientation in the child. Reward and punishment in the school and home are in an uncoordinated mess of cross purposes that confuse the child. As the child starts growing, he dissociates himself from Mexican values but doesn't have all the values of the Anglo culture. This causes emotional problems because the stressing of Anglo values makes the child ashamed.

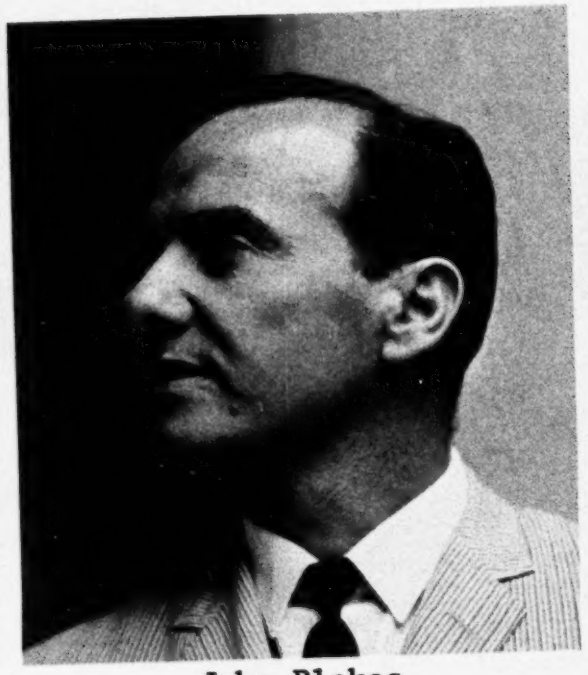
We need to revise our curriculum to provide an opportunity for the child to learn to be proud of his Mexican heritage as well as his American heritage.

We need to revise our curriculum to give the child an opportunity to grow in bilingualism. A person illiterate in one tongue does not learn another well. In fact, a person who is literate in Spanish could learn English better for having had a sound bridge of literacy in Spanish to cross over on.

"We need to revise our curriculum to give the child an opportunity to grow in bilingualism."

Mexican-American Education Research Project

JOHN PLAKOS, Coordinator
Mexican-American Education Research Project (ESEA, Title V), California State Department of Education


John Plakos

The general objectives of the Mexican-American Education Research Project are improved communications and increased cooperation among the various agencies and individuals interested in the education of Mexican-American youth; the development of expanded curricula relevant to the social and educational needs of these pupils; the establishment of services necessary for the implementation of experimental programs; the creation of a central depository of literature and instructional materials needed by Mexican-Americans; and the provision of state level leadership to support research efforts and to offer greater assistance to school districts or Offices of the County Superintendent of Schools where solutions to the unique educational problems of these pupils are sought.

To achieve these objectives, many interested individuals assisted the research team and were involved in several undertakings planned to develop and to improve the education of Mexican-American youth. Some of the efforts of the Mexican-American project include:

1. A special summer school enrichment program was developed in which non-English speaking children were offered instruction in English as a second language.

2. Conferences of Mexican-American educators of California were held to examine the problems of school and community failure of a large number of Mexican-American youth in this state.

3. Meetings were held between the Minister of Education of Mexico, Eugene Gonzales, and John Plakos to establish an exchange of teachers and educational material between Mexico and California.

4. The Prospectus for Equitable Educational Opportunities for Spanish-speaking Children was developed and is a timely and authoritative statement of concepts and the philosophy upon which special programs for these children may be built.

5. A survey of all Mexican-American pupils in the public schools of California was made to determine their strengths and needs. The results will be disseminated among educators throughout the state.

6. A model program for bilingual instruction in Spanish and English was provided for Spanish children in the Mary Covillaud School, Marysville, Yuba County.

7. The initial draft of a bill was written to amend the Education Code to permit bilingual instruction in our schools. A bilingual bill was recently passed and signed into law.

8. A series of television programs was developed in Spanish to provide information for Spanish-speaking communities regarding special education programs for their children.

9. An assessment was made of rural Mexican-American students in preschool and in grades one through twelve in the Wasco Schools, Kern County, to determine strengths and needs of these children from which special programs might be developed.

Careful appraisal of the effectiveness of these special programs is being made. We encourage educators whose school populations includes Mexican-Americans to try the programs which may appear useful and to continue in the search for equitable educational opportunities for these children.

"One of the objectives: the development of expanded curricula relevant to the social and educational needs of these pupils . . . ."

Interstate Migrant Education Project

Ernest Paramo
Director

Donald K. Morales
Coordinator

William Encinas
Consultant

The migrant child in school has an overriding need for an understanding teacher; yet migrant education varies throughout the United States and the Southwest so much that there is no assurance that the understanding teacher will be around. Even if he is, there will need to be a lot of cooperation between the home, school, and community for better understanding. This means quality education, and this costs money and requires educational leadership. This is the job of the ESEA, Title V, Interstate Migrant Education Research Project. The primary objective of the project has been to coordinate and articulate the efforts of the six state departments of education (Washington, Oregon, California, Delaware, Florida, and Arizona) in assisting their school systems in identifying the educational needs of migrant children. They also need to become more aware of the movement of migrant children and their families. Interstate agreements to observe the flow of the migrant children are especially effective inasmuch as the families move interstate as well as intrastate.

This involves development of migrant student record transfer systems as well as specific improvement of instruction. There is a need to plan inservice education programs that will complement and supplement other related inservice programs directed toward the problems of migrant children.

Educational programs for migrants can be improved by providing guides and resource lists for the education of these particular children. Newsletters and bulletins giving salient information to education department staffs and other interested parties are effective. Research-oriented materials and projects such as the Interstate Migrant Education Research Project have the effect of pushing ahead advances in education. Conferences for teachers are another way of improving instruction. Consulting with colleges with respect to teacher training is, of course, mandatory in order to improve the educational opportunities for migrant children.

The needs of migrant children are so basic that they may require a breakfast as well as lunch -- not because they or their parents overslept but because there is simply no food. Health needs are just as critical. This might be considered "outside" of the school environment, but the school exists as part of a total society which influences and controls the school. It is recognition of this that makes it mandatory and obligatory that the Interstate Migrant Education Research Project consider the child's whole environment in seeking to improve his educational opportunities.

ADULT EDUCATION

MRS. PATRICIA CABRERA
Education Research Specialist,
Adult Students with Spanish Surnames Project,
California State Department of Education

The objective of the ESEA, Title V, Adult Students with Spanish Surnames Project has been to survey existing adult school programs serving adults with Spanish surnames, with special emphasis on improving curricular materials in the areas of English as a second language, Americanization, and parent education. A summary of the findings was submitted to the Bureau of Adult Education to determine priorities in meeting the emerging needs of these adults. This survey has revealed a need for the development of appropriate policies and guidelines in the execution of this project and the introduction of new materials of instruction. We are involved in preservice and inservice training of teachers; and in organizing and screening materials for a selected bibliography. We need to provide for the best available materials for instruction and dissemination of information regarding the efforts made by the Bureau of Adult Education to the various geographic areas in which English as a second language is taught. Americanization and parent education are critical. Increased liaison between state personnel and professional organizations, teachers, supervisors, and administrators is needed.

We have involved ourselves in the supervision and administration of English as a second language, and adult education classes in San Bernardino, Orange, and Riverside counties. We need to provide positive leadership in the improvement of materials, with particular emphasis on the development of adequate units of study in order to meet the unique needs of adults with Spanish surnames. We need to draw upon resources of public and private agencies that are doing related work in these subject areas, develop appropriate training programs in order to satisfy training needs, prepare course outlines and analyses of teaching materials, confer with school officials on problems of curriculum and administration, and assist school districts in meeting teacher recruitment demands for teachers of adult basic education, English as a second language, and Americanization classes. In addition, a broad-range curriculum must be developed.

"Adult education involves many aspects of the adult's life."

THE MEXICAN-AMERICAN CHILD

PANELISTS

Leon M. Lessinger, Chairman; Superintendent, San Mateo Union High School District

Walter J. Symons, Assistant Superintendent, Instruction, Alum Rock Union Elementary School District

Anthony Sanchez, Member, Governing Board, El Rancho Unified School District

Juan Solis, Director of Special Projects, Carlsbad City Elementary School District

It is necessary to provide an adequate, relevant, and effective learning experience in the schools for youth with varied backgrounds of training, experience, and culturally-induced outlook toward education. We know how to stimulate and guide the learning of children who come from homes where education is valued and where the basis for it has been laid in the home experience. We do not have widely accepted means for reaching children whose background has given them little or no basis for schoolwork. Nor have we been able to achieve impressive levels of educational efficiency with those young people who are "ready" for a sound educational experience.

Every school district must attempt to provide the necessary array of resources to reach all young people. We must not cast out any. We must keep them in school by finding out what kind of work and study will both appeal to them and have maximum relevance for the future so that they, too, may move upwards and gain in self-respect and love for life. The successful solution of this task will demand new organizational systems, new types of school buildings, and new values of subjects.

"...must...provide the necessary array of resources."

REPORT FROM PANEL II

THE MIGRANT CHILD AND ADULT

The migrant child comes to a community with the suddenness of the crops. His arrival is as quick as it is necessary in relation to crop harvesting requirements. The requisites for community integration are much more difficult to meet. The child lives "way on the other side of the tracks." The location of camps sometimes constitutes logistic challenges to school transportation and does not contribute to community integration. To make matters worse, rural America has poverty problems of her own.

These mechanical problems take a back seat to the problems children face in school. They

PANELISTS

William Stockard, Chairman; Assistant Superintendent, Curriculum, Merced County

Ralph Gunderson, Chief, Migrant Service Programs, California State Office of Economic Opportunity

G. L. Tunison, U.S. Office of Education, Migrant Health Section, San Francisco

Hector Abeytia, Director, Manpower Opportunities Project, Fresno

Tom Karter, Chief, Migrant Section, Office of Economic Opportunity, Washington, D.C.

"He doesn't understand the causes...."

understand competition. They have seen it in the field and heard it from their parents. "Move!" is a word the foreman uses often in the fields. What is difficult for him to understand is why he is classified as "inferior." He doesn't understand the causes behind this attitude or view which sees him as a substandard person.

In dealing with these problems and attitudes, even adults don't understand this attitude of deprecation. Too often we treat symptoms instead of causes. In this area where symptoms cry out for attention, we dare not ignore the causes. The causes are attitudes that show themselves through overt actions but may sometimes betray themselves in a kind word or even a superficial smile. This subtleness is clear enough to make a migrant Mexican-American child feel he has two and one-half strikes against him. If, in fact, he does, it must be remedied.

A positive move toward remedying some of the migrant problems is being made by the State Office of Economic Opportunity Master Plan, which provides a program of shelter and care for migrant farm workers.

REPORT FROM WORKSHOP I

Language and Cultural Heritage

Californians are uniquely tied to the Spanish tradition and culture. Through legal and social experiences, particularly language, they participate in this heritage.

Many of the laws in the southwestern states -- for example, those related to marriage, water, and so forth -- have been taken from Mexican law. Many of the fathers of our Constitution were Californians of Mexican descent. The original Constitution and all of the laws of the state were first written and published in the Spanish language. Statewide procedures were also published in Spanish.

Much of the language unique to the great American West had its roots in the Spanish language. For example, the term "cowboy" is a direct translation of the Spanish term "vaquero," and such terms as "rodeo," "ten-gallon hat," and "corral" are rooted in this Spanish heritage.

Reflections were made on the address presented earlier by Miss Elizabeth Camacho de Campo, and it was suggested that a confluence of cultures historically took place. The coming together of the American and the Mexican cultures should not be the problem at hand. Instead, ways should be explored in which these two cultures can live together. There is need for the Anglo world to respect this distinction so that those in that world can better understand what the distinction truly means. Exploration of this distinction would yield valuable guidelines in bringing out the benefits of both cultures.

On the matter of language problems, there are no easy answers. Instead, a comprehensive approach must be taken that includes regard for the many aspects of the language problems. No one approach can be found that will cover the variables related to the language problem. This is due to the great diversity regarding language, particularly among the young.

There is a need to develop empathy among the persons who work with Mexican-American children. The assumption that bilingual persons are most

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PANELISTS

Herb Ibarra, Chairman; Project Director, English as a Second Language, Demonstration Center, San Diego City Unified School District

Edwin Klotz, Consultant, NDEA, Title III, California State Department of Education

Manuel Ruiz, Attorney, Los Angeles

Roger Anton, Head, Department of Foreign Languages, San Bernardino Valley Junior College

William Orozco, Special Representative of the Governor, Los Angeles

Herman Sillas, Attorney, Los Angeles

Manuel Servin, Assistant to the Governor for Education

"...Mexicans come to the United States not to become Mexican-Americans, but to become Americans."

effective in working with Mexican-American children may need to be questioned. Certainly, knowledge of the two languages is important, but other attributes may be more essential.

Much has been done recently in program planning and curriculum development. This information needs to be disseminated. It might be beneficial for the State Department of Education to set up a clearinghouse for communicating this information throughout the state. Effective programs can be established if the children and their location are known. Continuous evaluation of programs is necessary.

It was pointed out that a Mexican-American child placed in school often does not finish. If he finishes, he is usually not prepared for what society expects of him. We have developed a feeling that our children should be prepared as if they come from and have a single culture. This is reflected in our treatment of Latin America. Why not make Anglo-Saxon children aware of the other culture -- perhaps develop them as bicultural youngsters? Teachers and administrators need to learn about the Spanish culture and heritage.

It could be a simple matter of lack of pride that is at the root of the problem. Lack of pride has resulted in a lack of identification with one or the other culture. A feeling of insecurity also results; the child feels that he is neither wanted nor needed. A sense of pride needs to be imbued in our own Mexican-American children. It is essential to the effectiveness of so many current programs.

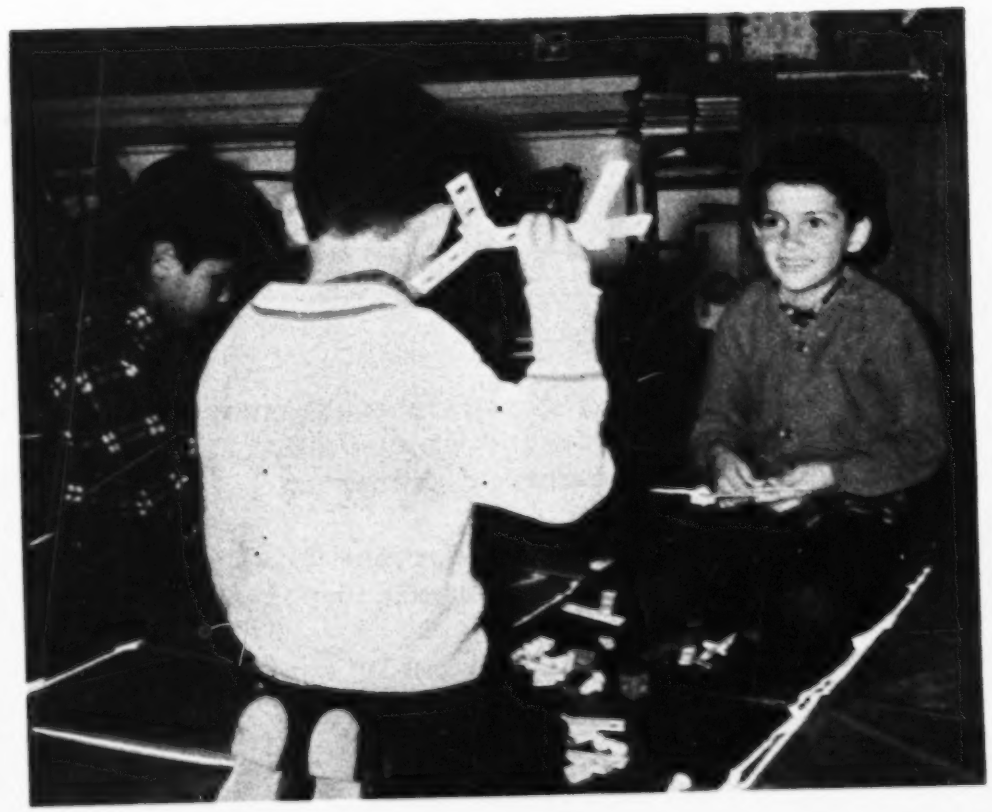
It is apparent that Mexican-American children in public school have developed neither a knowledge of the Spanish language nor one of the English language. It is important to recognize that Mexicans come to the United States, not to become

Mexican-Americans, but to become Americans. The Malabar School Project is an example of a program that has been effective in developing pride in language and cultural heritage. Educators need to be made aware of and visit projects such as this one.

A concern was voiced regarding the lack of compensatory education programs for Mexican-American students in several large school districts. It was felt that many hundreds of Mexican-American students are not being served, and that this problem is being overlooked by the local district. Panelists suggested that strong community leadership be developed so that the board of education members would be made aware of the existing problem. Pressure from the community may bring about action to correct this problem.

Bilingual persons are needed to work with Mexican-American children. Knowledge of the two languages certainly is valuable, but we need to recognize that there is a lack of teaching personnel meeting this qualification. Other avenues need to be explored. For example, why not hire bilingual teacher assistants and community aides to work on educational programs designed for Mexican-American children?

The Mexican-American needs to recognize the value of fusing his culture with that of the Anglo.



"No one approach... to the language problem."

REPORT FROM WORKSHOP II

Migrant Housing

Attention of those in the workshop was centered on the California State Migrant Master Plan in Housing in California. Under the Plan, family flash peak housing units are provided that are inexpensive and adequate for seasonal occupancy. These units have water and sewage service; they also include washing rooms, showers, and washing machines. This type of housing is provided in areas identified as having a severe lack of housing for migrant farm workers.

Education of migrants in personal and public health is stressed, and health clinics have been established as part of the migrant service centers.

Day care is provided for children from ages two through five while parents work in the field, and summer schools provided at the camps. Adult education is also provided.

PANELISTS

William Encinas, Chairman; Consultant, Migrant Farm Children Education Research Project (ESEA, Title V), California State Department of Education

Ralph Gunderson, Chief, Migrant Service Programs, California State Office of Economic Opportunity

William H. Geyer, Consultant, Assembly Agricultural Committee

Ruben Lopez, Lomele, Inc., Woodland

The camps are open six months of the year at present. While 15,000 families occupied these camps in 1966, six months as a maximum length of service for utilizing the camps could be questioned. However, six months is the demand for this kind of housing. Permanent occupancy would also eventually bar the camps to migrants because they would fill up and stay filled.

To what extent does private migrant housing meet the standards described earlier? A family moving intrastate might be living under a number of conditions. Any type of subsidy that would extend high standards in migrant housing should be utilized. The 15,000 families living in public housing further illustrate this because they are only a fraction of California's total migrant population. The standardization or improvement of living conditions for the majority of these migrant families is a chief concern of those interested in migrant housing.

REPORT FROM WORKSHOP III

Program Development and Implementation

All compensatory programs have as their bases a total program of school, home, and community. A school program must consider the total needs of migrant children. Office of Economic Opportunity flash peak housing provides child care and adult education because they are a direct part of the fabric of the child's life.

A comprehensive program must consider the actual conditions under which children live. These include the fact that the children live in a temporary home. The condition of the dwellings varies, and this must be given attention. The kinds of facilities in or near the housing is important.

PANELISTS

Donald K. Morales, Chairman; Coordinator, Migrant Farm Children Education Research Project (ESEA, Title V), State Department of Education

Mrs. Ella Ross, Day Care Consultant, California State Office of Economic Opportunity

William Stockard, Assistant Superintendent, Curriculum, Merced County

John Carpenter, Director, Center for International Education, University of Southern California

Richard Baca, Director, Regional Migrant Demonstration Project, State Department of Education

Mary Chase McJunkins, Consultant, Bureau of Program Development, State Department of Education

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Physical and health needs are also important factors. Are the children's medical needs being taken care of? If not, what can be done to provide these kinds of services? Related to this is the nutritional level of the children. School people are extremely interested in the sight and hearing of children because of the implications for reading. Dental services as well as help for physical disabilities should be provided. Even the children's clothing needs to be considered.

These factors create educational growth and development handicaps. Frequent moving, for example, results in sporadic school attendance and a nonsequential curriculum for the migrant child. Lack of adequate financial means may result in lack of parental educational encouragement or sympathy. There is a lack of reading materials, literature, and maybe even intellectual discussions in the home.

A comprehensive program must virtually slap its hands together in the fashion of the fast talking salesman and actually deliver remedies to the problems of these children. Health services to meet the physical-medical needs must be provided. Educational services within the classroom and out can be tailored to have flexibility. Home-school relations can be encouraged through parent-teacher organizations, social workers, and counselors.

REPORT FROM WORKSHOP IV

Curriculum Development

In discussing the need for change in the curriculum, the panel thought it vital that we reevaluate our curriculum in terms of the Mexican-American. This child fails for various reasons, but he should not be blamed for failing because of factors beyond his control. We need to ask ourselves as educators, "How does the present curriculum fit the total life environment of the Mexican-American?" It is also important to ask, "What has worked in the past, and why?" This would provide guidelines for action.

Attention was focused on the curriculum itself as a place where examination is needed for improving the effectiveness of education for Mexican-Americans. Teachers and principals should be brought together to work jointly on meeting the needs of these children.

The federal government has set guidelines for the type of programs available for Mexican-American adults. These programs include English as a second language, basic skills, consumer education, and vocational education. Sixty percent of adults enrolled in basic education courses are Spanish-speaking. At one point in the workshop, it was pointed out that a child is culturally deprived if we do not give him avenues to the dominant Anglo culture.

We should guard against throwing the child into a total English language experience. A gradual program starting with auditory experiences, and branching out from there would be more effective. It was suggested that children need long periods of oral-aural experiences in order to give them an opportunity to experience success. It is impossible for the Spanish-speaking child to duplicate the sound that English-speaking children come to school with. It is necessary to give him time to acquire the sounds thoroughly.

In terms of curriculum development, we need to provide experiences for language skills development. We need to evaluate our teaching successes and failures. It might even be a good idea to teach content information in Spanish if bilingual personnel are available.

There is a need to perpetuate the Mexican value system, but the child should be given the values of the American way of life as well, because strong bonds need to be built in both cultures, and the school can assist in this.

PANELISTS

John Plakos, Chairman; Coordinator, Mexican-American Education Research Project (ESEA, Title V), California State Department of Education

Walter J. Symons, Assistant Superintendent, Instruction, Alum Rock Union Elementary School District

Eleanor Wall Thonis, Director, Yuba County Reading-Learning Center, Marysville

Roy W. Steeves, Director, Basic Education, Bureau of Adult Education, California State Department of Education

Armando Rodriguez, Chief, Bureau of Intergroup Relations, California State Department of Education

Juan Solis, Director, Special Projects, Carlsbad City Elementary School District

Counseling

The participants were convinced of the importance of counseling to the Mexican-American child. Through counseling, better use can be made of programs such as the Manpower Development and Training Act. Counseling can reach those who do not have the necessary skills to function in our society.

Involvement of parents is essential to the total counseling process. The school must get to know the parent even if it is necessary to visit the home in order to do this. The whole family must be considered in order to help the child. Of course, knowledge of Mexican-American culture is necessary if counseling is to be helpful.

PANELISTS

Ernest J. Paramo, Director, Interstate Migrant Education Project

Ruben Holguin, Office of Urban Affairs, Los Angeles Unified School District

Helen Bailey, Chairman, Department of Social Sciences, East Los Angeles College

Oscar Gallegos, Director, East Los Angeles Skill Center, Monterey Park

Gilbert Velasquez, Psychologist, Yuba County Reading-Learning Center, Marysville

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Another factor that caused concern among the participants was the lack of adequate instruments to test the abilities of Mexican-American children. Better instruments are being developed, but this is a crucial need.

Special counseling programs have been implemented through the Manpower Development and Training Act for youths sixteen through twenty-one years of age. Initial and followup counseling has been provided for these students as they proceed through their programs. It has been found that with enough counseling time devoted to each student, we have been able to reach and help those who did not demonstrate the skills and attitudes needed to succeed in our society. This approach has been successful with the underemployed and the hardcore unemployed.

"...enough counseling time devoted to each student...."

REPORT FROM WORKSHOP VI

Health Services

Those participating in Workshop VI agreed that one of the vital needs of any people is good health, and one of the major problems of disadvantaged children is the lack of attention given to their health needs. One of the panelists said the Head Start program, which provided free health examinations for participating children, identified the critical need for health services for disadvantaged children. In discussing further the health needs of these children, those taking part in the workshop called special attention to the following:

"Any program... must provide health services..."

- Statistical information regarding the health needs of disadvantaged children is lacking.

- Health services must be looked at realistically. Health services are usually of minor concern to low-income families. Other critical needs such as housing and food come first. The individuals who talk about health needs are usually those from a socioeconomic level where public health services are not required.

- Preventive health service is primarily a middle class concern and activity. Poverty takes care of its own ills, and health services are used by the poor only on a crisis basis. It is difficult to develop an understanding of the need for health services at the poverty level when, at this time, it is nearly impossible to make the middle socioeconomic class see the need!

- People consider public health services valuable only when a crisis or epidemic situation arises. When this crisis period passes, the

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PANELISTS

Leo R. Lopez, Chairman; Chief, Bureau of Community Services, Office of Compensatory Education, California State Department of Education

G. L. Tunison, U. S. Office of Education, Migrant Health Section, San Francisco

Faustina Solis, Coordinator, Farm Worker Health Services, California State Department of Public Health

Faye O. Wilson, Board Member, California Board of Nursing Education and Nurse Registration

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interest in health services dwindles rapidly.

- The lack of the family doctor concept among migrant groups must be compensated for in other ways, such as through clinics, mobile health units, and the use of communtiy leaders to assist in health education. Health programs can be established that bring health services and education to the people.

- The health department should provide consistent services in the schools and communities throughout the state. At the present time, families must establish six months residence to receive public health services from county agencies. Even emergency care is difficult to obtain.

"One of the vital needs of any people is a firm health foundation."

RECOMMENDATIONS MADE BY THE HEALTH SERVICES PANEL

Consideration should be given to the possibility of utilizing mobile health units in providing the services of doctors, dentists, and nurses, taking the service to the people, providing health services and health education as well as dia nostic treatment, and providing extensive training programs for paramedical personnel.

Teacher training programs should be geared to teaching new methods and techniques of health instruction that are geared to the developmental level of children of all ages as well as adults. Extensive audio-visual aids should be used. The panel had some concern regarding Senate Bill 311 (1967 Session) regarding the teaching of health in elementary schools in grades one through six. They felt that health should be taught, but the methods of instruction should not be mandated by legislation. There should be an emphasis on counseling of students for health education as a profession.

The establishment of valuable flash peak housing health clinics is imperative. These would provide for immediate health needs. They would utilize leadership within the community to assist in the health education program. Health services and education for all people, regardless of socioeconomic level or background, should be assured. Community health councils should be established so the total community will be aware of health needs. These councils could serve as a clearinghouse within the community. They could also serve to gain additional health services for their communities.

The importance of coordination and cooperation of all related agencies that are concerned with health and health problems should be emphasized. A concerted effort to develop a comprehensive preventive and educational treatment of health problems on a statewide basis should be made. The panelists felt that all projects that are federally funded should include a comprehensive health education program including health diagnosis and treatment.

- Inaccessibility of health services is not restricted to rural areas. Medical service is just as difficult to obtain in the poverty areas of urban centers as it is in rural areas. Those in attendance at the workshop felt it might be useful to bring health services to the immediate area of need.

- Clinics should be provided for the migrant population near flash peak housing locations. These clinics would provide a preventive service as well as diagnostic treatment. They would provide family health education and, in the evening the clinic could provide services for adults. Such a program would need the assistance and support of the medical community and the permanent population of the society. Paramedical workers as well as interns should be used in rural poverty areas. This program would provide many services that now require, but don't receive, a doctor's attention. It would provide health education to rural poverty areas or migrant workers.

- The traditional role of educators has not required that they make themselves aware of the health needs of the boys and girls. Very few educators have had formal instruction in the administration and practical techniques of public health agencies, and they are not prepared to work with these groups in meeting the needs of the migrant child. Junior colleges require a modified general health program of study, but they are not designed to provide the training needed by school personnel working with these children. The workshop members felt that health education should be emphasized in the elementary schools. Health education must be a concern not of the school nurse alone, but of the child as well as the parents and classroom teacher.

"The child must be healthy to learn . . . ."

REPORT FROM WORKSHOP VII

Teacher Education - Preservice and Inservice

The panelists felt that one of the first steps to be taken was to identify the needs in teacher education. Migrant children need teachers who have empathy with them and who are sensitive to their needs. What can be done for example, in preservice education that equips a teacher for "knowing" her community?

Universities and colleges with teacher-education programs have a responsibility to assist in the development of sensitive and empathetic teachers. Inasmuch as there is such a great need for these "tuned in" teachers, what are teacher training institutions doing to develop these kinds of teachers? It was clear to the panelists that innovation in teacher training is needed.

Beyond this point, what are administrators doing to "search out" this kind of teacher for working with the bilingual and bicultural child? Can teacher-time be reorganized in an effort to meet the needs of these children? Can the schools themselves be reorganized to more effectively serve these migrant children?

PANELISTS

Mrs. Patricia Cabrera, Chairman; Education Research Specialist, Curricula Research, Adult Students with Spanish Surnames Project, California State Department of Education.

Don Wilson, Director, Teacher Education, University of Southern California

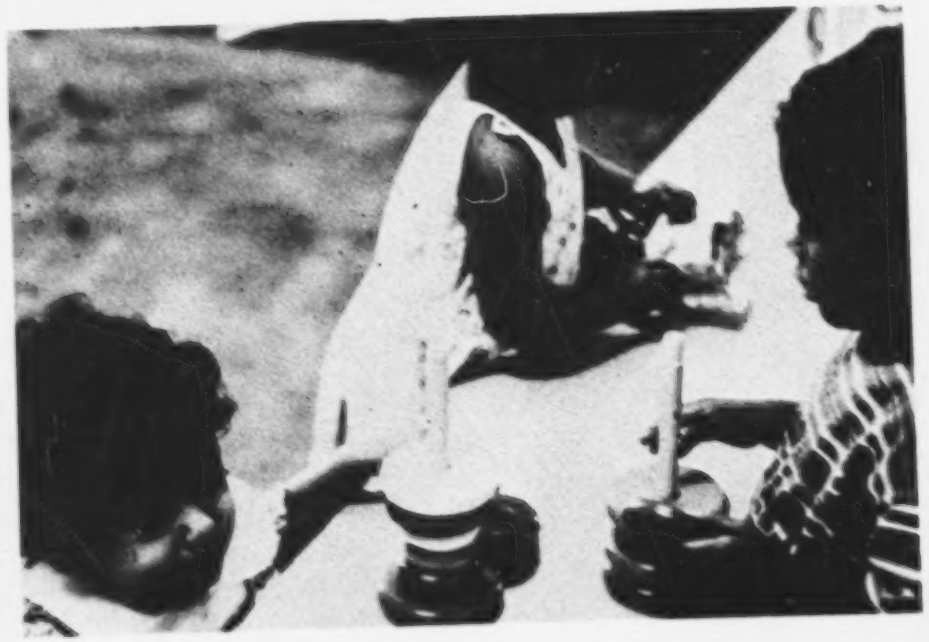
Y. Arturo Cabrera, Associate Professor of Education, San Jose State College

Virginia Dominguez, Consultant, English as a second language, Los Angeles Unified School District

Carl Larson, Chief, Bureau of Teacher Education and Certification, California State Department of Education

Denard Davis, Coordinator, Adult Education, Office of the Merced County Superintendent of Schools

"Migrant children need teachers who... are sensitive to their needs."



"...identify the needs..."

There was also concern among the group in this workshop with inservice education. What are teachers "getting" in this education? How can the retraining be evaluated?

In order to enhance this area of education, there is a need for the California State Department of Education to consider innovation in credentialing of teachers. There is also a need for more research to augment that being pursued at present in curriculum development and other fields relative to migrant children.

"...a great need for tuned-in teachers..."

Parent Involvement

Communication between the school and the home has come to be recognized as a must in our modern-day society, and communication with the school for non-English speaking parents is a recognized problem.

The father is the decision maker in the majority of Mexican-American homes, so it is imperative that we involve him whenever possible in school activities.

The school should try new ways to involve the parent early in the year, and bear in mind that communication is a two-way street. Just which "way" should be emphasized was a point of some difference. Three of the panelists felt the school must seriously adapt itself and its services to meet the needs of the school community. In this case the Mexican-American community and its needs as well as its social foundations must be thoroughly examined, and school programs need to be tailored to meet the needs of the Mexican-American community.

Some of the others stressed the fact that involving the parents in regular school-community relations can also be effective. Informing the parents regarding the program can be a very helpful method of getting parental cooperation. Those educators who practice a pragmatic approach in school-community relations seek to cultivate participation in the school's program in any way they can.

"Communication between the school and the home is...a must...."

PANELISTS

Al Pinon, Chairman, Manpower Opportunities Project, San Jose

Evelyn Pickarts, Supervisor, Parent Education, Los Angeles Unified School District.

Anthony Sanchez, Member, Governing Board, El Rancho Unified School District

Edward Moreno, Consultant, Foreign Languages, Office of the Ventura County Superintendent of Schools

Patrick Rojas, Principal, Lincoln Elementary School, Santa Barbara

Mrs. Martha S. Hittinger, Assistant Superintendent, Los Nietos Elementary School District

Reaction Panel

There is much to be done to achieve the total reality of the education horizons presented at this conference. It will require bold innovation to get the best for children who have thus far received the worst. We should take the bread-and-butter, brass tack solutions to problems presented at this meeting and implement them. Sometimes, some boards want to keep taxes down and that's all. Now, we want to keep them down, too, but not at the expense of quality education programs! If it takes different ideas or even different boards of education to implement the changes that have been shown to be effective, then it must be done.

"There is much to be done...."

The idea that one man can do what another imagines applies here because many concrete suggestions have filled the meeting rooms and halls of this hotel. Conferences provide a pollinization of thought that hones ideas into effective programs. We must be constantly reminded that the great trust of educating these children lies in the hands of the teacher in the classroom. We need people in those classrooms to fulfill the promise of the "Nuevas Vistas."

Let's think about the area of creative teaching. We know that empathetic and highly creative teachers are needed in the classroom. That thought

PANELISTS

L. M. Lopez, Director, Mexican-American Community Services Agency, San Jose, California

Frank Fiscalini, Superintendent, East Side Union High School, San Jose

David Martin, Professor, School of Education, University of Southern California

Tony Sierra, Member, Governing Board, Calexico Unified School District

Charles Mansfield, Director, "School of Tomorrow," Inter-American Educational Center, San Antonio, Texas

has received a lot of attention by several speakers at this workshop. We know, however, that frequently this kind of teacher may be penalized by existing administrative structures. What can we do to open up the "system," as we might call it, to the creative, innovative teacher? We need to make it administratively possible for a teacher to be creative and innovative without fear of his or her position, and without having to contend with the red tape and shackles which sometimes exist.

As we return to the field, let us remember that the problem has slowly grown to its present proportions. Our efforts should not cease nor should our vigor wane if the problem doesn't fade immediately.

New ideas should and may have to be used in order to achieve success in providing "Nuevas Vistas" for the Mexican-American.

"We need people to fulfill the promise of the Nuevas Vistas."

The Bilingual Resolution

At the Nuevas Vistas Conference held on April 13-14, 1967, at Los Angeles, California, a motion was made by Manuel Ruiz, seconded by George Herrera, that the following resolution be adopted:

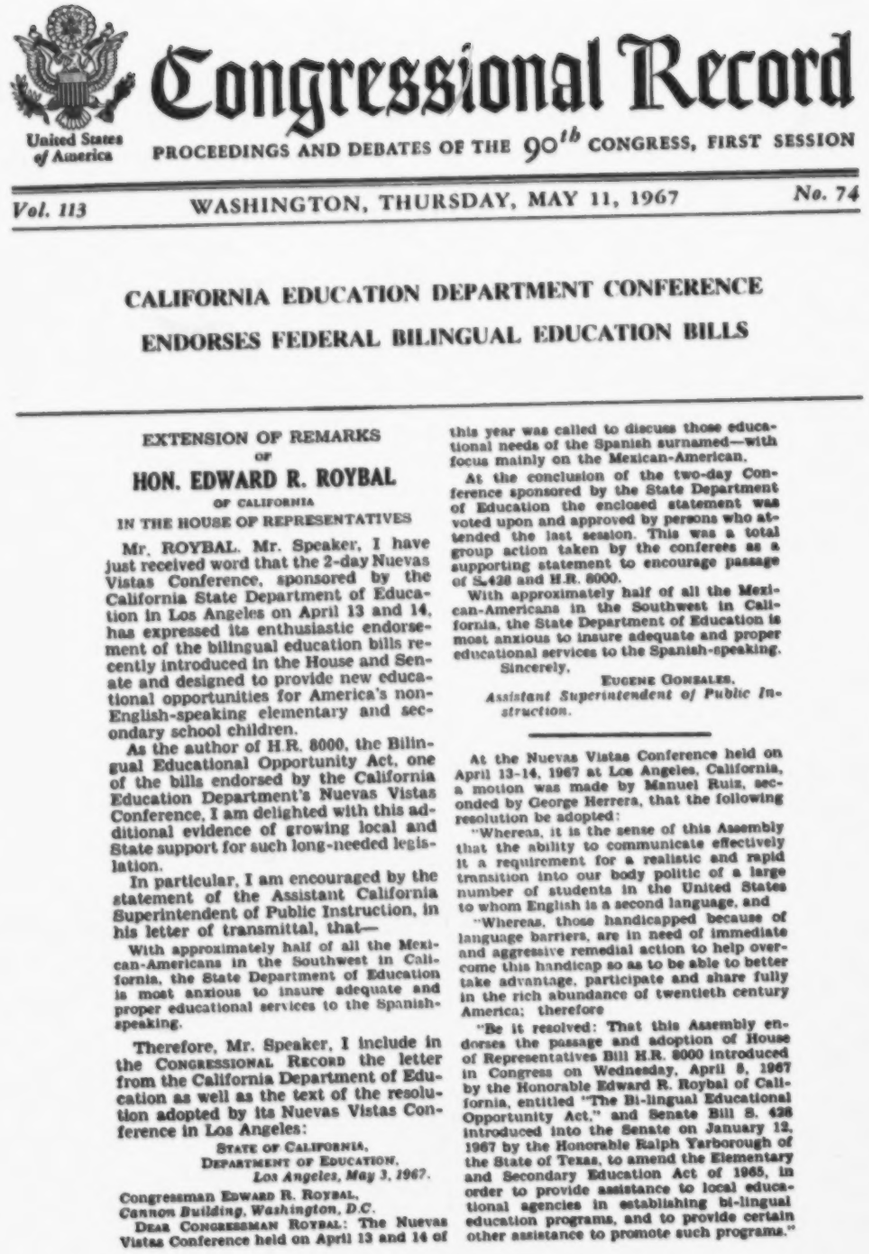
WHEREAS, it is the sense of this assembly that the ability to communicate effectively is a requirement for a realistic and rapid transition into our body politic of a large number of students in the United States to whom English is a second language, and

WHEREAS, those handicapped because of language barriers are in need of immediate and aggressive remedial action to help overcome this handicap so as to be able to better take advantage, participate and share fully in the rich abundance of twentieth century America; therefore

BE IT RESOLVED: That this assembly endorses the passage and adoption of House of Representatives Bill H.R. 8000 introduced in Congress on Wednesday, April 5, 1967, by the Honorable Edward R. Roybal of California, entitled "The Bi-lingual Educational Opportunity Act," and Senate Bill S. 428 introduced into the Senate on January 12, 1967, by the Honorable Ralph Yarborough of the State of Texas, to amend the Elementary and Secondary Education Act of 1965, in order to provide the assistance to local educational agencies in establishing bi-lingual education programs, and to provide certain other assistance to promote such programs.

The Bilingual Resolution was included in the Congressional Record of May 11, 1967 by the Honorable Edward R. Roybal, Representative from California.

In the Senate, the Bilingual Bill was introduced by Senator Ralph Yarborough of Texas. The resolution was introduced by Senator Yarborough on May 9, 1967.



United States of America

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PROCEEDINGS AND DEBATES OF THE 90th CONGRESS, FIRST SESSION

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CALIFORNIA EDUCATION DEPARTMENT CONFERENCE ENDORSES FEDERAL BILINGUAL EDUCATION BILLS

EXTENSION OF REMARKS
OF
HON. EDWARD R. ROYBAL
OF CALIFORNIA
IN THE HOUSE OF REPRESENTATIVES

Mr. ROYBAL. Mr. Speaker, I have just received word that the 2-day Nuevas Vistas Conference, sponsored by the California State Department of Education in Los Angeles on April 13 and 14, has expressed its enthusiastic endorsement of the bilingual education bills recently introduced in the House and Senate and designed to provide new educational opportunities for America's non-English-speaking elementary and secondary school children.

As the author of H.R. 8000, the Bilingual Educational Opportunity Act, one of the bills endorsed by the California Education Department's Nuevas Vistas Conference, I am delighted with this additional evidence of growing local and State support for such long-needed legislation.

In particular, I am encouraged by the statement of the Assistant California Superintendent of Public Instruction, in his letter of transmittal, that—

With approximately half of all the Mexican-Americans in the Southwest in California, the State Department of Education is most anxious to insure adequate and proper educational services to the Spanish-speaking.

Therefore, Mr. Speaker, I include in the CONGRESSIONAL RECORD the letter from the California Department of Education as well as the text of the resolution adopted by its Nuevas Vistas Conference in Los Angeles:

STATE OF CALIFORNIA,
DEPARTMENT OF EDUCATION,
Los Angeles, May 3, 1967.

Congressman EDWARD R. ROYBAL,
Cannon Building, Washington, D.C.

DEAR CONGRESSMAN ROYBAL: The Nuevas Vistas Conference held on April 13 and 14 of this year was called to discuss those educational needs of the Spanish surnamed—with focus mainly on the Mexican-American.

At the conclusion of the two-day Conference sponsored by the State Department of Education the enclosed statement was voted upon and approved by persons who attended the last session. This was a total group action taken by the conferees as a supporting statement to encourage passage of S.428 and H.R. 8000.

With approximately half of all the Mexican-Americans in the Southwest in California, the State Department of Education is most anxious to insure adequate and proper educational services to the Spanish-speaking.

Sincerely,

EUGENE GONZALES,
Assistant Superintendent of Public Instruction.

At the Nuevas Vistas Conference held on April 13-14, 1967 at Los Angeles, California, a motion was made by Manuel Ruiz, seconded by George Herrera, that the following resolution be adopted:

"Whereas, it is the sense of this Assembly that the ability to communicate effectively it a requirement for a realistic and rapid transition into our body politic of a large number of students in the United States to whom English is a second language, and

"Whereas, those handicapped because of language barriers, are in need of immediate and aggressive remedial action to help overcome this handicap so as to be able to better take advantage, participate and share fully in the rich abundance of twentieth century America; therefore

"Be it resolved: That this Assembly endorses the passage and adoption of House of Representatives Bill H.R. 8000 introduced in Congress on Wednesday, April 8, 1967 by the Honorable Edward R. Roybal of California, entitled "The Bi-lingual Educational Opportunity Act," and Senate Bill S. 428 introduced into the Senate on January 12, 1967 by the Honorable Ralph Yarborough of the State of Texas, to amend the Elementary and Secondary Education Act of 1965, in order to provide assistance to local educational agencies in establishing bi-lingual education programs, and to provide certain other assistance to promote such programs."

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